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ABSTRACT

Project SUPER (Spokane's Urban Progress Education Recipe) emerged from meetings between community representatives and spokesmen of the Spokane Public Schools in August 1969 concerned with the disposal of special funds for improving education programs in Washington's Urban-Rural-Racial Disadvantaged schools provided by the 1968-69 Washington State Legislature. The Project is based on the recognition that the student's academic needs are not isolated from his other interests, contacts, or problems. To increase his learning possibilities, new classroom techniques must be supplemented with greater parental and community involvement and interest. To accomplish its goals, Project SUPER creates two new roles within the school. One is the teacher-aide, a person hired from the community to work with the classroom teacher to establish a closer relationship between the disinterested or discouraged student and the school. The second role created by SUPER is the School-Community Liaison Agent. Recognized and respected for leadership and involvement in both the schools and the community, he works to develop communication between parents and schools. In the 13 schools now considered target schools, there are 9735 students who potentially may receive some benefit from the presence of Project SUPER. (Author/JM)

ED 058374

Project: SUPER

Spokane's Urban Progress Education Recipe

UD 012059

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FINAL EVALUATION REPORT 1970-71

AN URBAN RURAL RACIAL DISADVANTAGED PROJECT

1 Spokane School District No. 81

Dr. Albert L. Ayars
Superintendent

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ED0 58374

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INTRODUCTION--Project SUPER

Special funds for improving education programs in Washington's Urban-Rural-Racial-Disadvantaged (URRD) schools were provided by the 1968-69 Washington State Legislature. When these funds first became available in August, 1969, the Spokane Public Schools worked with community representatives to develop appropriate programs to meet the needs of Spokane's URRD schools and students. Project SUPER was one of the programs which developed out of this co-operation.

The Project is based on the recognition that the student's academic needs are not isolated from his other interests, contacts, or problems. To increase his learning possibilities new classroom techniques must be supplemented with greater parental and community involvement and interest. It is within such a wide scope that Project SUPER operates.

To accomplish its goals, Project SUPER creates two new roles within the school. One is the teacher-aide, a person hired from the community to work with the classroom teacher to establish a closer relationship between the disinterested or discouraged student and the school. Besides giving some much needed academic assistance, the aide often serves as an important ethnic model and becomes a key in working toward the vitally important, improved self-image of the URRD student. The aide, sharing a background similar to that of the URRD student, is also often able to offer certain insights to the teacher trying to determine the needs of the student and understand his problems.

The second role created by SUPER is the School-Community Liaison Agent. Recognized and respected for his leadership and involvement in both the schools and the community, he works to develop communication between the parents and the schools. He assists various community groups, school advisory groups, and generally does anything else he believes would contribute to the integration of the school and the community for the benefit of the URRD student.

Project SUPER has expanded substantially since its first days in mid-November, 1969. It now serves the Central, East, and Northwest areas of Spokane which are among the most economically and socially disadvantaged of the city. In 1969 a total of 1486 students in three elementary schools, one junior high school and two senior high schools were classified as URRD students. As of March, 1971, 3424 students were classified as URRD students in seven elementary schools, four junior high schools and two senior high schools (see p. 3). At these thirteen schools, there was a total enrollment of 9755 students who potentially may have received some benefit from the Project. In March, 1971, a total of 111 aides implemented the Project, three times the number who started in November, 1969. The number of liaison agents has also increased, from six to nine.

The Project SUPER Advisory Council has met monthly throughout the operation of the Project. Composed of interested parents, citizens, Project and community agency representatives, and school officials, the committee's purpose is to review the operation ot the Project and its fulfillment of the target area needs. This past year the advisory committee system has been extended to the level of the individual school. Parents and school representatives on these School Advisory Councils (in many cases developed primarily by the Liaison Agent) discuss the needs and the programs of their own schools. They deal with their own interests and problems as far as possible and then send this information via a representative to the Project Advisory Council. It is hoped that through the two-way communication channels established by these advisory committees, the Project and the community will be able to continue to work together to meet the evolving needs of the target areas and their students.

STUDENT POPULATION				
RACE	GRADE LEVEL			
	1-6	7-9	10-12	TOTAL
Blacks	123	88[2]	90	301
American Indian	80	53[2]	5	138
Mexican American	12	16[2]	7	35
Oriental	34	25[2]	60	119
Caucasian (URRD[1] or Low Income)	1106	1494[3]	231	2831
TOTAL	1355	1676	393	
			GRAND TOTAL	3424

[1]See URRD definition, p. 5

[2]From "Racial Distribution by School, October, 1970," (Spokane Public Schools Research Dept.)

[3]Does not include Low-Income Caucasians from Garry, Havermale, and Shaw Junior High Schools.

NEEDS

The thirteen schools which Project SUPER serves are located in those areas which are considered to be the most disadvantaged of Spokane: the East, Northeast, and Central areas. Available data indicate that, compared to the total Spokane population, a greater percentage of the persons residing in these areas live in substandard housing, have low-incomes, receive public assistance, and have less than twelve years of formal education. These areas are also noted for a high rate of one-parent families. Additional data compiled by the Research Department of School District #81 indicates that on the whole, students from these areas have achievement and behavior records below the norms of the School District. (Statistics supporting these statements can be found in Appendix A.)

The School District and the community are both concerned about these schools and their students. Wanting to improve the situation, the following statements of need were prepared as a basis of Project SUPER's planning and operation.

Statements of Need

There is evidence that the home life of many URRD students is unstable and insecure.

There is evidence that minority groups are an intregal part of the target school student populations, yet these schools provide few ethnic models for minority students.

There is evidence that URRD communities have unsettled, threatening social climates and that living conditions for many URRD students are substandard.

There is evidence that a high proportion of URRD students exhibit academic and behavioral deficiencies.

There is evidence that parents living in URRD communities do not communicate with school staffs nor do they understand school programs.

STUDENT OBJECTIVES

In the thirteen schools now considered target schools there are 9,735 students who potentially may receive some benefit from the presence of Project SUPER. Of these, 2,384 were classified as URRD students because they were considered academically and/or behaviorally deficient (see below). Other students, though not considered academically and/or behaviorally deficient, were classified as URRD students if they were members of a minority race or of a low-income family (as determined by whether or not the child received a free or reduced price lunch).

For statistical purposes an academically and/or behaviorally deficient URRD student is defined as one who attends a target area school and exhibited at least one of the following characteristics during the baseline period:

1. absent 5% or more of the time
2. tardy 5% or more of the time
3. had a 1.00 grade point average or less
4. received two or more semester F-marks
5. received two or more disruptive behavior marks

All but two of the schools used the year immediately preceding the introduction of Project SUPER into the school as the baseline period. For most of these schools the baseline is the 1968-69 school year.

Evaluation of the Project is based on a comparison of the baseline rates and the projected 1970-71 rates. These rates, with the exception of the F-mark count, were derived by multiplying the total count from the first three 1970-71 quarters by four-thirds. The semester F-mark count was projected as the sum of the first semester count and the third quarter count.

Shaw and Havermale Junior High Schools, entering Project SUPER in January, 1971, are exceptions to the above descriptions. Classification of students for all objectives was based on the first semester of the 1970-71 school year. In order that the

baseline rates be comparable to those of the other schools, the recorded baseline rates were derived by doubling the first semester rate. The projected rates were then derived by multiplying by four the rates from the third quarter. F-mark rate projections are the result of doubling the third quarter rate.

All URRD students, regardless of whether or not they were considered academically and/or behaviorally deficient were included in the evaluation of attitude change.

Final evaluation of Project SUPER's six Student Objectives for the 1970-71 school year begins on p. 7.

PROCEDURES

No direct treatment was used for any one student objective. Rather, the Project strove to improve student's classroom experiences, both academic and personal. This, combined with a fuller and closer contact between the home and school, was hypothesized to improve the student's academic behavior record and attitude.

The aide reduced the student-adult ratio in the classroom, thus maximizing the attention which was paid to the individual student's needs. The presence of the aide generally allowed the teacher greater freedom and flexibility of classroom techniques. Under the guidance of the teacher, the aide assumed instructional and tutorial tasks and aided with clerical and other duties.

As had been expected, the aide, sharing a similar background with the URRD student and in a less established role than the teacher, was able to develop a friendly, open communication with the students. This was beneficial not only in making a classroom environment more encouraging to the students, but also often allowed the aide insight to the students' needs and strengths which could be considered in the development of the most relevant classroom program.

STUDENT OBJECTIVE I

1. As a result of this program there will be a 10% decrease in the absence rate of those students absent 5% or more of the baseline period.

At the thirteen target area schools, a total of 1,696 classified chronically absent URRD students are still in attendance. To determine if any change has accured in the absence rate since Project SUPER was introduced in the school, the 1970-71 absence rate was projected and then compared to the baseline rate, as explained on p.5.

Judging by the projected rates, (see opposite page) seven of the target area schools will meet the objective of a 10% reduction. The reduction of the absence rates at each of these schools was well beyond the 10% objective.

Those schools which were not able to meet the objective are the junior and senior high schools. Relative to the absence rate change for all Spokane secondary schools, however, the target schools did not faire as poorly as would it first appear. The average absence rates for all secondary students increased from twelve (12) days during 1969-70 to a projected thirteen (13) days during 1970-71. This represents an increase of 8.3%. Although none of the target secondary schools met the Project objective of a 10% absence decrease, four of the schools were below the district secondary school increase.

Absence Counts

of

Chronically Absent URRD Students

School	n	TOTAL COUNT Base	TOTAL COUNT Projected 1970-71	AVERAGE DAYS per STUDENT Base	AVERAGE DAYS per STUDENT Projected 1970-71	CHANGE
ELEMENTARY						
Bancroft	76	1253.5	855.0	16.5	11.3	-31.5%
Bryant	67	1209.0	757.0	18.0	11.3	-37.2%
Edison	41	792.5	609.0	19.3	14.9	-22.8%
Grant	118	2037.0	1712.0	17.3	14.5	-16.2%
Holmes	113	1851.0	1502.0	16.4	13.3	-18.9%
Logan	106	1660.0	1366.0	15.7	11.9	-24.2%
Sheridan	36	520.5	440.0	14.5	12.2	-15.9%
JUNIOR HIGH						
Garry	267	4754.5	4675.0	17.8	17.5	- 1.7%
Havermale	214	4650.0	4832.0	21.7	22.6	+ 4.1%
Libby	65	1180.0	1265.0	18.2	19.5	+ 7.1%
Shaw	475	11426.0	12956.0	24.1	27.3	+13.3%
SENIOR HIGH						
Ferris	67	1359.0	1396.0	20.3	20.8	+ 2.5%
Lewis & Clark	51	830.5	1681.5	16.3	33.0	+102.5%

STUDENT OBJECTIVE II

As a result of this program there will be a 10% decrease in the tardy rate of those students who were absent at least 5% of the time during the baseline period.

High tardy rates during the baseline period were found for 240 students. To evaluate Project SUPER's progress toward this objective the 1970-71 rate was projected from the first three quarters of the year.

Eleven of the thirteen schools have projections of at least a 10% reduction in the tardy rate. The projected reductions are again considerably above the objective of 10%, all but one being higher than 20%.

Tardy Counts

of

Chronically Tardy URRD Students

School	n	TOTAL COUNT Base	TOTAL COUNT Projected 1970-71	AVERAGE NUMBER per STUDENT Base	AVERAGE NUMBER per STUDENT Projected 1970-71	CHANGE
ELEMENTARY						
Bancroft	8	151	92	18.9	11.5	-39.2%
Bryant	5	81	39	16.2	7.8	-51.8%
Edison	10	151	120	15.1	12.0	-20.5%
Grant	16	353	279	22.1	17.4	-21.3%
Holmes	15	208	127	13.9	8.5	-38.8%
Logan	12	171	93	14.3	7.8	-45.5%
Sheridan	7	142	21	20.3	3.0	-80.5%
JUNIOR HIGH						
Garry	13	332	153	25.5	11.8	-53.7%
Havermale	56	888	704	15.9	12.6	-20.8%
Libby	14	136	141	9.7	10.1	+ 4.1%
Shaw	44	736	612	16.7	14.0	-16.7%
SENIOR HIGH						
Ferris	10	162	120	16.2	12.0	-25.9%
Lewis & Clark	30	544	827	18.1	27.6	+52.5%

STUDENT OBJECTIVE III

As a result of this program there will be a statistically significant improvement in the grade point average (g.p.a.) of those students with a g.p.a. of 1.00 or less during the baseline period.

One-hundred nineteen (119) target school students were classified as low-achieving. To determine whether improvement has occurred since Project SUPER has been at the schools the average g.p.a. of the baseline period was compared to the average g.p.a. of the first three quarters of the 1970-71 school year.

One school had no students who were classified as low-achievers.

The valuation results given in the charts on pages 11 and 12 show a highly significant improvement in the grade point average (G.P.A.) of URRD students.

CHANGES IN G.P.A. OF
URRD STUDENTS

School	N	Pre-Test		Post-Test		Significance
		M	S.D.	M	S.D.	
Elementary	29	.80	.25	1.39	.50	.001
Jr. High	134	.82	.23	1.02	.55	.001
Sr. High	34	.73	.25	1.14	.75	.001

Grade Point Averages

of

Low-Achieving URRD Students

School	n	AVERAGE G.P.A. per STUDENT Base	Projected 1970-71	CHANGE
ELEMENTARY				
Bancroft	0	---	---	---
Bryant	4	.82	1.49	+81.7%
Edison	2	.95	1.36	+43.2%
Grant	3	1.00	1.49	+49.0%
Holmes	5	1.00	1.40	+40.0%
Logan	4	.90	1.34	+48.9%
Sheridan	18	.93	1.42	+52.7%
JUNIOR HIGH				
Garry	16	.89	1.03	+18.4%
Havermale	27	.89	1.42	+59.6%
Libby	12	.80	1.37	+71.3%
Shaw	92	.75	.79	+ 3.9%
SENIOR HIGH				
Ferris	20	.75	1.13	+50.7%
Lewis & Clark	181	.80	1.16	+45.0%

STUDENT OBJECTIVE IV

As a result of this program there will be a statistically significant improvement in the attitude of all students.

The attitude rating scale devised by the Spokane Public Schools Research Department can be found in Appendix B of this report. The teacher and the teacher-aide worked together to complete the scale. (Three teacher-aide-teacher teams completed scales on the Junior and Senior URRD students, an average of this being each student's attitude score.)

In the elementary schools all URRD students were rated, while in the Junior and Senior High Schools a random sample of 33% of the URRD students were rated. The baseline rating was given in early fall, 1970, or upon a school's entrance into the project at a later date. The final rating was given in May, 1971. These scores are the basis of evaluation of this objective.

(See Appendix C for student perceptions of the Project: SUPER aides.)

The results indicate that as a group only elementary school pupils showed a statistically significant change in attitude. However, two secondary schools did show positive percentage changes. The charts on pages 13 and 14 give the results of the evaluation.

CHANGES IN ATTITUDE TOWARD SCHOOL OF URRD STUDENTS

School	N	Pre-Test		Post-Test		Significance
		M	S.D.	M	S.D.	
Elementary	86	40.92	5.14	43.30	5.19	.001
Jr. High	33	42.00	4.42	41.80	5.07	---
Sr. High	46	42.04	11.30	42.07	11.89	---

Attitudes

of

URRD Students

School	n	TOTAL COUNT Base	TOTAL COUNT Projected 1970-71	AVERAGE SCORE per STUDENT Base	AVERAGE SCORE per STUDENT Projected 1970-71	CHANGE
ELEMENTARY						
Bancroft	74	2687	2943	36.3	39.8	+ 9.6%
Bryant	109	4330	4647	39.7	42.6	+ 7.3%
Edison	145	5980	6248	41.2	43.1	+ 4.6%
Grant	298	12617	13049	42.3	43.8	+ 3.5%
Holmes	138	5785	6256	41.2	45.3	+10.0%
Logan	132	5444	5658	41.2	42.9	+ 3.9%
Sheridan	114	5006	5153	43.9	45.2	+ 3.0%
JUNIOR HIGH						
Garry	92	3875	4493	42.1	48.8	+15.9%
Havermale	NO BASELINE DATA					
Libby	54	2254	2182	41.7	40.4	- 3.1%
Shaw	NO BASELINE DATA					
SENIOR HIGH						
Ferris	57	2362	2462	41.4	43.2	+ 4.3%
Lewis & Clark	9	356	327	39.6	36.3	- 8.3%

STUDENT OBJECTIVE V

As a result of this program, there will be a 10% decrease in the number of Disruptive Behavior Marks received by those students who received two or more Disruptive Behavior Marks during the baseline period.

A total of 954 students were classified as URRD students because of their high rate of recorded disruptive behavior. To evaluate the progress made toward attaining this objective, the 1970-71 rate was projected from the rate during the first three quarters.

Judging by the projections, eight of the thirteen schools attained the objective of a 10% reduction. Two of the other five schools, while not attaining the objective, did not experience an increased rate.

Disruptive Behavior Mark Count

of

Chroncially Disruptive URRD Students

School	n	TOTAL COUNT Base	TOTAL COUNT Projected 1970-71	AVERAGE NUMBER per STUDENT Base	AVERAGE NUMBER per STUDENT Projected 1970-71	CHANGE
ELEMENTARY						
Bancroft	18	88	31	4.9	2.8	-42.9%
Bryant	29	112	101	3.9	3.5	-10.3%
Edison	12	49	19	4.1	1.6	-61.0%
Grant	20	84	63	4.2	3.2	-23.8%
Holmes	25	103	39	4.1	1.6	-61.0%
Logan	44	215	107	4.9	2.4	-51.0%
Sheridan	12	53	53	4.4	4.4	± 0.0%
JUNIOR HIGH						
Garry	81	367	503	4.5	6.2	+37.8%
Havermale	122	652	632	5.3	5.2	- 1.9%
Libby	45	311	377	6.9	8.4	+21.7%
Shaw	458	1912	2992	4.2	6.6	+57.1%
SENIOR HIGH						
Ferris	48	266	93	5.5	2.0	-63.6%
Lewis & Clark	40	211	156	5.3	3.9	-26.4%

STUDENT OBJECTIVE VI

As a result of this program there will be a 10% decrease in the number of semester F-marks received by students who had received two or more such F-marks during the baseline period.

The thirteen target area schools had a total of 278 students considered to be frequently failing URRD students. To evaluate any effect Project SUPER may have had on the failing rate of the students, the 1970-71 semester F-mark count was projected by taking the sum of the semester F-marks received for the first semester and the quarter F-marks received for the third quarter.

Two of the thirteen schools had no students identified as frequently failing URRD students. Seven of the other eleven schools met the objective, two having 100% reduction, five having at least a 75% reduction.

F-Mark Counts

of

Frequently Failing URRD Students

School	n	TOTAL COUNT Base	TOTAL COUNT Projected 1970-71	AVERAGE NUMBER per STUDENT Base	AVERAGE NUMBER per STUDENT Projected 1970-71	CHANGE
ELEMENTARY						
Bancroft	0	---	---	---	---	---
Bryant	1	12	1	12	1	-91.7%
Edison	1	2	0	2	0	-100.0%
Grant	2	11	12	55	6.0	+ 1.9%
Holmes	4	12	5.5	3	1.4	-53.3%
Logan	1	2	0	2	0	-100.0%
Sheridan	0	---	---	---	---	---
JUNIOR HIGH						
Garry	31	95	51	3.1	1.6	-48.4%
Havermale	26	62	34	2.4	1.3	-45.8%
Libby	8	27	10	3.4	1.3	-61.8%
Shaw	174	556	638	3.2	3.6	+12.5%
SENIOR HIGH						
Ferris	15	60	60	4.0	4.0	± 0.0%
Lewis & Clark	15	39	38	2.6	2.5	- 3.8%

STUDENT OBJECTIVES - SUMMARY

The charts and tables on the following three pages summarize evaluation of the six student objectives of Project: SUPER. The counts and rates given are the collective results from the target schools. Figures for the Junior and Senior High Schools and those for the Elementary Schools are presented separately.

The changes at the elementary level have been exceptionally great. Although the objectives sought only a 10% decrease in the absence, tardy, F-Mark, and Disruption Mark rates, the decreases in these areas ranged from 22.2% to 51.2%. Grade Point Averages increased 52.7% and attitude scores increased 5.1%. The elementary schools, when considered collectively, clearly attained all of the objectives.

The Junior and Senior High Schools, unfortunately, did not experience such overall improvement. Collectively, the high schools showed improvements in three areas (tardiness, grade point averages and attitudes), while no improvement was noted for the three other objectives. Individually, however, some of the schools at the high school level did show improvement in these areas.

ELEMENTARY SCHOOLS

COUNTS FOR PROJECT: SUPER OBJECTIVES

Objective	N	TOTAL COUNT Baseline	1970-71	CHANGE
Absences	557	9323.5	7241.0	-22.2%
Tardies	73	1257	771	-38.4%
G.P.A.	18	.93 (Average)	1.42 (Average)	+52.7%
Disruption Marks	160	704	413	-40.9%
F-Marks	9	39	19	-51.3%
Attitudes	1010	41849 439	43954	+ 5.1%

JUNIOR AND SENIOR HIGH SCHOOLS

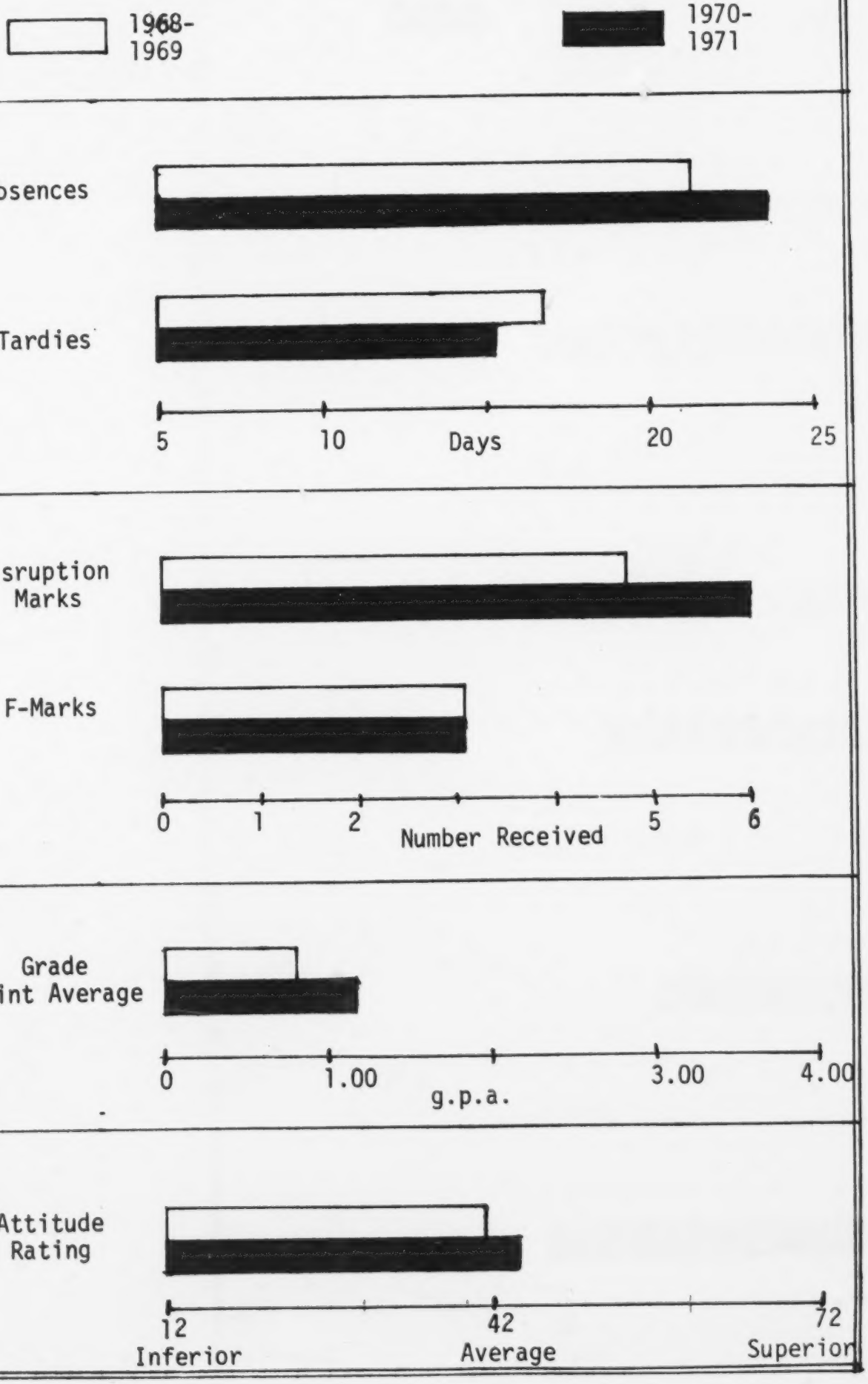
COUNTS FOR PROJECT: SUPER OBJECTIVES

Objective	N	TOTAL COUNT Baseline	1970-71	CHANGE
Absences	1139	24200.0	26805.5	+10.8%
Tardies	167	2798	2557	- 8.9%
G.P.A.	181	.80 (Average)	1.16 (Average)	+45.0%
Disruption Marks	794	3719	4753	+27.7%
F-Marks	269	839	831	± 0%
Attitudes	212	8847	9464	+ 7.0%

JUNIOR & SENIOR HIGH SCHOOLS

AVERAGE URRD STUDENT RATES

OBJECTIVES I, II, III, IV, V, & VI



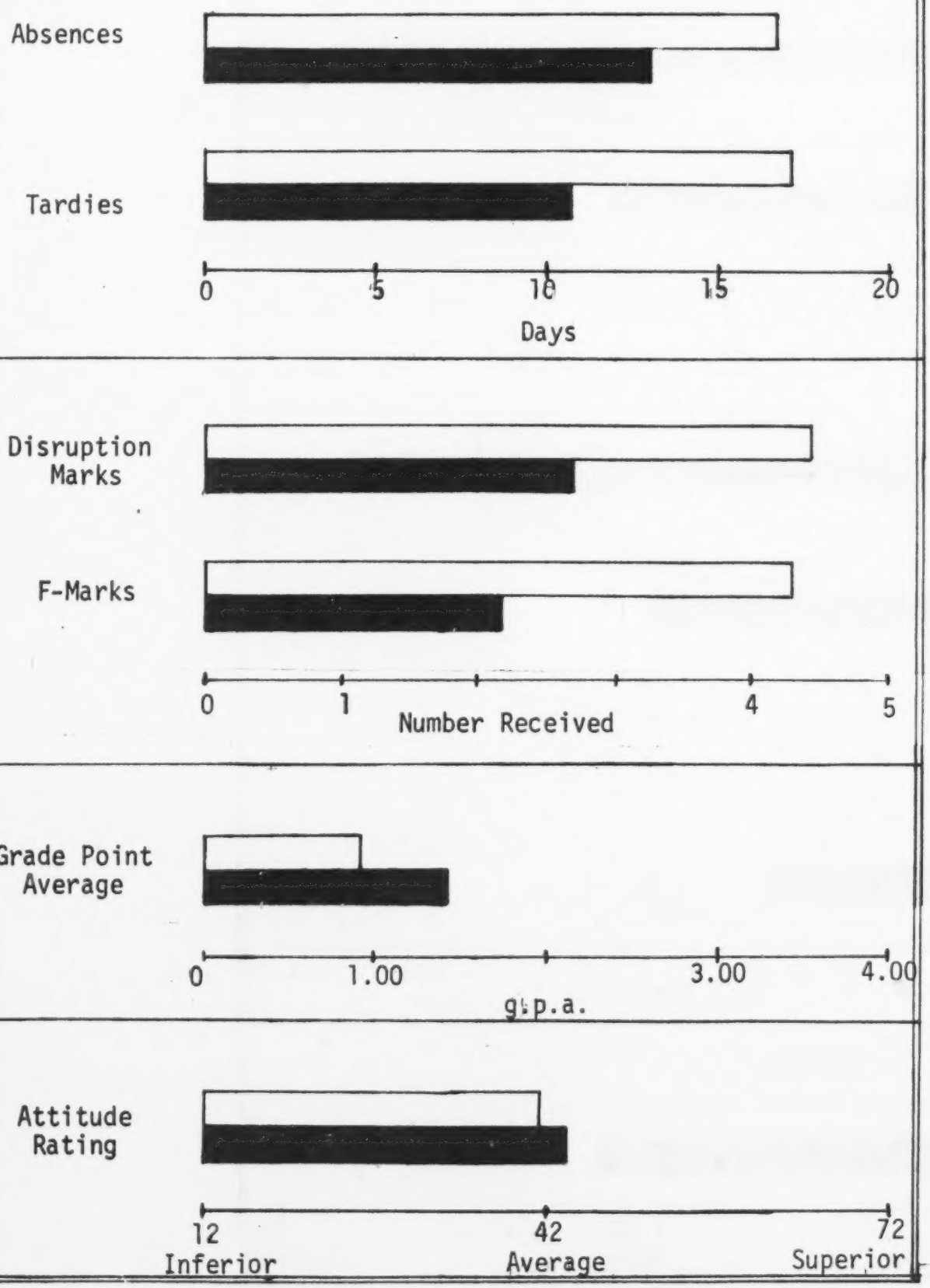
ELEMENTARY SCHOOLS

AVERAGE URRD STUDENT RATES

OBJECTIVES I, II, III, IV, V, & VI

1968-1969

1970-1971



PARENTAL OBJECTIVES

Procedure

Project SUPER's overall goal in relation to the parents of URRD students was to increase their interest and involvement in the schools while improving their opinion of the schools. It was hypothesized that increasing personal contact between the school and home was a key to reaching these objectives. Within the Project, it was the Liaison Agent who specifically worked to develop lines of communication and understanding.

Throughout the year, the liaison agents maintained continued close contact with their school's teachers, counselors, and principal. In addition they also maintained continued contact with the Project Director, parents, and community groups to best facilitate co-operation and understanding between the school and home. The liaison agents made frequent home contacts (often as many as eight a day) about specific problems or simply to maintain open, friendly relationships between the school and the parents. The agents also organized and co-ordinated the school advisory councils and arranged informal meetings (coffee hours) at which the parents discussed community and school needs. School personnel and community resource persons were also invited to attend.

The advisory councils met once a month, while the coffee hour meetings were held weekly or bi-weekly. As reported by the liaison agents, both the councils and the coffee hour meetings drew a wide variety of parents and attendance held constant or increased during the year. Further, the liaison agents established various services between the homes, (such as a highly successful free clothes exchange), and worked closely with community leaders and agencies, such as Neighborhood Youth Corp (NYC), P.T.A., Neighborhood Centers and Mid-City Concerns.

PARENTAL OBJECTIVES

In order to determine the degree to which the parental objectives were met, an opinionnaire was mailed to the parents of approximately 10% of the identified URRD students in May, 1971. Of those sent, ninety-one (91), (26.8% of 340) were returned. For evaluative purposes the responses were divided into two categories: (1) Those of parents who have at least one child attending a school with a liaison agent and (2) those of parents who have no children attending a school with a liaison agent.* Of the ninety-one returns, fifty-two (52) belonged to the first category, and thirty-nine (39) to the second.

OBJECTIVES

1.a. As a result of this program, on an average, parents of URRD students in the target area schools will demonstrate an increased awareness of the school's educational program by:

A 10% rate of increase in the number of phone calls to the schools.

It was felt that it would be quite difficult for the parents to accurately estimate the number of telephone calls made to the schools. Instead of this estimate, question #5 (see complete opinionnaire in Appendix C) stated:

Compared to last year, the number of times I telephoned the school this year is:

____Greater ____The Same ____Less

Overall, 27.5% (25) of the parents responded that they made more calls during this year than during the previous year.

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*It should be further noted that those target schools without a liaison agent have been involved in the Project SUPER (i.e. had teacher aides) for a considerably shorter time than the other schools.

Complete results are as follows:

	More		The Same		Less	
	n	%	n	%	n	%
Parents with Liaison Agents	14	27.0	21	40.4	15	28.8
Parents without Liaison Agents	11	28.2	19	48.7	6	15.4
All Parents	25	27.5	40	43.9	21	23.1

It is interesting to note that a slightly higher percentage of parents without liaison agents increased their calls than did those with liaison agents. At the same time, 28.8% of the parents with a liaison agent decreased their calls, while only 15.4% of the parents without liaison agents noted a decrease. Taking into consideration the information gathered concerning the other parental objectives (see below), it may be that an increase in the number of phone calls does not directly reflect an increased awareness, nor does a decrease necessarily reflect a lessening of awareness. As parent-school contact and understanding develop (i.e. through teacher-parent contacts, liaison agent visits, attendance at school programs), it may be that the parent feels less need to contact the school by telephone.

1.b. As a result of this program, on an average, parents of URRD students in the target area schools will demonstrate an increased awareness of the school's educational program by:

A 10% rate of increase in attendance at school functions and programs.

Evaluation of this objective was drawn from the responses to question #4:

This year I have attended____(Number) school programs.
Compared to last year, this is:
____Greater ____The Same ____Less

Of all responses, 25.3% (23) noted an increased attendance. The following are the results that were received:

	More		The Same		Less		Est. no. Attended
	n	%	n	%	n	%	
Parents with Liaison Agents	18	34.6	19	36.6	14	26.9	2.9
Parents without Liaison Agents	5	12.8	17	43.6	12	30.8	3.2
All Parents	23	25.3	36	39.5	26	28.6	3.0

The estimated count of attendance was similar for both groups of parents, though that of the parents without a liaison agent was slightly higher. The difference, however, is not significant and the amount and direction of attendance change is what is of importance.

Unlike the results concerning the number of phone calls, the percent noting an increased attendance was nearly three times as great for those parents with a liaison agent, (34.6%) as for those without (12.8%). Similarly, a smaller percentage of parents with a liaison agent (26.9%) than those without a liaison agent (30.8%) noted a decrease in attendance. In other words, of the parents without a liaison agent, a decreased attendance was noted twice as often as an increase. Of those with a liaison agent, more noted an increased attendance rate (18) than noted a decrease (14).

As the Project objectives were written with the idea that all participating schools would have a liaison agent, working toward an increased parental interest in school functions, it is important to note these differences of response trends between the two. Further, when making these comparisons, it should be remembered that Project SUPER has been involved in those schools without liaison agents for a shorter period. The large difference between the percent of parents in each group increasing attendance

indicates that the liaison agent and extended involvement with Project SUPER has indeed been successful in increasing parent interest and attendance at school functions and programs.

2. As a result of this program, on an average, parents of URRD students in the target area schools will:

Exhibit a statistically significant improvement in attitude towards the school.

A format similar to that used for Parental Objectives 1.a. and 1.b. was used to evaluate this objective. Question #3 was:

Compared to last year, my attitude toward the schools my children attend has:

____Improved ____Remained the Same ____Become Worse

35.2% (32) of all responding parents indicated that their attitude toward their children's schools had improved.

Following are the complete results:

	Improved		The Same		Worse	
	n	%	n	%	n	%
Parents with a Liaison Agent	25	48.1	23	44.3	2	3.8
Parents without a Liaison Agent	7	17.9	24	61.6	8	20.5
All Parents	32	35.2	47	51.6	10	11.0

Here the results are more striking than for either of the preceeding objectives. 48.1% of the parents with a liaison agent noted an improved attitude compared to only 17.9% of those without a liaison agent. Further, only two (2) (3.8%) of those with liaison agents noted a worsening of attitude, while 20.5% (8) of those without a liaison agent responded that their attitude had deteriorated during the year.

Overall, three times as many parents thought their attitude improved (32) than thought it had become worse (10). Judging by this, the overall attitude of URRD parents did improve during the 1970-71 school year.

STAFF OBJECTIVES

Procedures

Generally, the presence of the aide was the Project's key influence working toward the attainment of staff objectives. With regard to improved diagnosis and techniques, it was hypothesized that the presence of the aide would increase freedom, flexibility, and insight which in turn would allow the teacher to move toward the objectives. It was believed also that working with an aide of an ethnic minority or of low income would improve (where needed) the teacher's attitude toward such groups. Further, involvement with the program would hopefully increase the teacher's interest and subsequent enrollment in college courses and workshops dealing with education for disadvantaged children. Relating to all objectives (student, parent, and staff), the Project also arranged several workshops of its own to which the teachers were invited (see following page).

INSERVICE TRAINING

Inservice training is of great importance for the most efficient operation of Project SUPER. It is in such sessions that the Project staff can come to a better understanding of their roles and receive the specific training needed to fulfill those roles. During the 1970-71 school year the following inservice training sessions were offered to the staff:

Date	Title	Purpose	Staff Attendance
Weekly	Liaison Agents' Meeting	Review work, questions, and problems with each other and Project Director. Meet community resource people	9 Liaison Agents Project Director
Aug. 31-Sept. 4, 1970	Orientation and Planning	Direction, goals of Project; Roles of aides, liaisons; communication skills	4 Liaison Agents 57 Teacher-aides 70 Teachers 6 Principals
Dec. 3, 1970	Sharpening our Communication Skills (EWSC)	Develop a deeper understanding of communication means	3 Liaison Agents
March 19, 1971	Family Counseling Clinic (SFCC)	Investigate ways to improve contact and service to parents	9 Liaison Agents
March 19, 20, 1971	Curriculum Day	Orientation for aides hired after Sept., 1970; communication skills; problems of aides and how to resolve	71 Teacher-aides 6 Teachers 5 Principals
March 24, 1971	Student Perceptions	Seek an understanding of values and perceptions of disadvantaged students	9 Liaison Agents 12 Counselors Dr. Lee Griffin, Psychiatrist (WSU Staff)
May 10, 14, 1971	Preparing Educational Training Consultants (PETC-I)	Develop more effective means of working with groups, classrooms, committees, etc.	5 Liaison Agents (other community workers, ministers, etc.)

STAFF OBJECTIVES

To determine whether or not the staff objectives were met this year,a questionnaire was distributed in May, 1971, to all staff members working with a Project SUPER aide. Questions #5 & 6 (see Appendix D) dealt directly with the objectives. Here the staff was asked to compare the frequency of several activities during the 1970-71 school year to the frequency during 1969-70. Possible responses were "less," "the same," "more." They were also asked whether or not the presence of an aide contributed to any change in the activities.

1. As a result of this program, staff members will make a 10% increase in the rate of parent contacts during the year.

   30.5% (43) of the responding staff stated they had more parental contact this year than during the 1969-70 school year. It should be noted that such a response was 129.3% more frequent this year than recorded in the spring of 1970. Twenty (14.2%) of the responding staff attributed the parent contact rate in part to the presence of an aide.

Contact with Parents

	Less	Same	More	Change Influenced by Aide's Presence
n	10	71	43	20
%	7.1	50.3	30.5	14.2

Question #2 on the questionnaire asked how many contacts per month the teacher usually had with parents. The 118 teachers who answered this question averaged 6.5 contacts per month. A similar question was not asked the previous year, so no comparison is possible.

2. As a result of this program, staff members in the target area schools on an average, will make a 10% increase in the rate of participation in district inservice training programs.

13.5% (19) of the returns stated that the person attended more inservice training this year then during 1969-70. An equal number said they attended fewer workshops while 58.8% (83) said they attended the same number each year. When considering the high "same" rate, it should be noted that 20% of teachers recorded an increase the previous year (recorded spring, 1970).

Attendance at Workshops

	Less	Same	More	Change Influenced by Aide's Presence
n	19	83	19	5
%	13.5	58.8	13.5	35

3. As a result of this program, staff members in the target area schools, on an average, will make a 10% increase in the rate of participation in college courses.

14.9% (21) of the returned questionnaires noted an increase in the number of college courses attended. This is more than twice the percent (6.6%) thus responding on the spring, 1970 questionnaire.

Enrollment in College Courses

	Less	Same	More	Change Influenced by Aide's Presence
n	24	77	21	2
%	17.0	54.6	14.9	1.4

4. As a result of this program, staff members in the target area schools on an average will make a 10% increase in the rate of innovative practices introduced or tried in the classroom.

Of the seven staff objectives, the use of innovative practices received the greatest number of responses indicating an increase over 1969-70 activity. 55.3% (78) responded that their use of innovative practices was more frequent this year than last. 46.8% (66) attributed at least part of this increase to the presence of a Project SUPER aide.

Use of Innovative Techniques In Your Classroom

	Less	Same	More	Change Influenced by Aide's Presence
n	5	40	78	66
%	3.5	28.4	55.3	46.8

5. As a result of this program, staff members in the target area schools, on an average, will make a 10% increase in the rate of out-of-the-classroom learning experiences.

31.2% (44) of the staff noted an increase in the use of out-of-classroom learning experiences for their students. This activity was third most often mentioned as being affected by the presence of an aide. 27.6% (39) thus responded.

Student Out of Classroom Activities

	Less	Same	More	Change Influenced by Aide's Presence
n	11	68	44	39
%	7.8	48.2	31.2	27.6

6. As a result of this program, staff members in the target area schools, on an average, will make a 10% increase in the rate of use of diagnostic situations for the analysis of individual learning difficulties of children in their classes.

This activity had the second highest frequency of increase. Staff responses of 54.6% (77) indicated that they had spent more time diagnosing individual learning difficulties this school year. This is a 16.9% increase over the percent (46.7%) so responding in May, 1970.

Of the seven activities, time spent in diagnosis of student needs was most frequently listed as having been affected by the presence of a teacher-aide.

Diagnosis of Individual Learning Difficulties

	Less	Same	More	Change Influenced by Aide's Presence
n	6	41	77	80
%	4.3	29.0	54.6	56.8

7. As a result of this program, staff members in the target area schools, on an average, will show a statistically significant improvement in tolerance and/or acceptance of members of minority ethnic groups.

Only one response (0.7%) indicated a decrease in the acceptance of ethnic minorities, while 24.2% (34) noted an increased acceptance. 17.0% (27) attributed the change to the presence of the aide.

Acceptance of Minority Ethnic Groups

	Less	Same	More	Change Influenced by Aide's Presence
n	1	82	34	24
%	0.7	58.1	24.2	17.0

Other questions did not pertain directly to the objectives, but do add to an understanding of the Project's operation. The results of these questions are below.

10. Frequency of Contact Between Teacher and Liaison-Agent

	#	%
Daily	42	29.8
Weekly	25	17.7
Monthly	18	12.8
Never*	46	32.6
No answer	10	7.1

*This may not be a true indication of the work of the liaison agents as four target schools do not have liaison agents at this time.

11. Effectiveness of Project: SUPER

Opinion of School Staff

		Low 1	2	3	4	High 5	Average Rating
Improvement of School-Community Relations	#	10	11	41	41	23	3.4
	%	7.1	7.8	29.1	29.1	16.3	
Improvement in Student Attitudes Toward School	#	9	15	40	48	19	3.4
	%	6.4	10.6	28.4	34.0	13.5	
Improvement in Student Achievement	#	8	9	43	44	28	3.6
	%	5.7	6.4	30.5	31.2	19.8	
Improvement in Student Self-Esteem	#	6	19	40	41	22	3.4
	%	4.3	13.5	28.9	29.1	15.6	
Improvement in Parent Interest and Attitude	#	17	13	46	33	16	3.1
	%	12.1	9.2	32.6	23.4	11.3	

PROJECT: SUPER PARAPROFESSIONAL PERSONNEL AS OF MAY 15, 1971

POSITION AND SALARY

POSITION	N	MONTHLY SALARY
Aide, full time	101	$285.00 -- 300.00
Aide, part time	10	142.50 -- 158.00
Liaison agent	8	585.00
Project secretary	1	382.00
Assistant secretary (part time)	1	170.00
Evaluation assistant	1	402.00

ECONOMIC STANDING

	PRESENT EMPLOYEES		STATUS IF TERMINATED	
STANDING	PRIOR EMPLOYMENT	EMPLOYMENT OF SPOUSE	EMPLOYMENT	ELIGIBLE FOR PUBLIC ASSISTANCE
Employed	27	44	28	13
Student	17	5	17	5
Unemployed	78	16	77	40

ETHNIC COUNT BY SEX

RACE	FEMALE	MALE	TOTAL
Black	25	16	41
Caucasian	49	16	65
Indian	3	1	4
Mexican-Am.	2	0	2
Oriental	8	2	10
TOTAL	87	35	122

PROJECT ADVISORY COMMITTEE

The Project Advisory Committee is composed of a representative from target schools, community organizations, professional organizations, and the Project Director. (For further discussion of the school advisory committees and complete membership lists of both Project and school committees, please see Appendix E). The Project Committee met regularly each month. Dates of the 1970-71 meetings were September 27, October 25, November 23, January 24, February 28, March 22, April 26, and May 24. The next regularly scheduled meeting is for September, 1971, though a special summer meeting may be called when definite financial commitment is made by the Office of the Superintendent of Public Instruction.

The meetings have provided the Project staff with much valuable information and many ideas about the operation of the program. Many of the suggestions made by the Council have been incorporated into the Project

Some of the most salient aspects of the Council's activities are related in the following paragraphs.

1. The members of the Project Advisory Committee recommended that Advisory Councils be formed in each of the target schools. Priority tasks which the school advisory councils could accomplish were identified as the following: a. Provide programs to inform the public about Projects SUPER and COP; b. Acquaint the school community with the different programs in each school; c. Involve parents at the school level in order to get the necessary input; d. Encourage student participation to get the necessary input; e. Assess the needs of each school community and relate this to the Project Advisory Committee.

2. The Project Advisory Committee encouraged inservice training for the teachers and aides in the target schools.

Suggested was an inservice training program throughout the year similar to the training provided the liaison agents. It was further recommended that the community be informed fully as to the role of the teacher-aides and the community liaison agents for better understanding of, and operation of, the Project.

3. School Advisory Councils are planning to use the "Research Utilization Package for Advisory Councils" (RUPS for Title I) which was recently developed by Northwest Regional Education Laboratory (NWREL). Anxious to become more effective, the Councils requested this package which was designed to teach various means of "needs" identification and problem solving techniques.

4. During the February meeting, the Project Advisory Committee reviewed and approved the Career Opportunity Program (C.O.P.) proposal for the 1971-1972 school year.

5. The Advisory Committee recommended that the aides be employed on a twelve month basis. Eleven months would be work in a classroom while the twelfth month would be intensive inservice training, including employment counseling. Payment at a monthly rather than an hourly rate was also suggested to stabilize the aides' income. It was pointed out that full-year employment would similarly contribute greatly to both personal and job stability.

PROBLEMS AND SUGGESTIONS

In spite of the success reported in the evaluation section of this report, some problems did arise in the operation of the Project. If the size and complexity of the program is considered, such problems are understandable and need not be thought unusual.

Personnel

In analyzing the trouble spots in the program, personnel matters seem to take a disproportionate amount of time and produce the most severe problems. In this area, the selection of liaison agents was the most difficult. It seemed that screening, which required both community involvement and protection of the applicants' confidentiality, was awkward and difficult. In addition, the sensitivity of the liaison position with the community made selection a delicate matter.

Another personnel problem was the screening of teacher-aide applicants. Obtaining security checks and former employers' and personal references resulted in considerable delay. Unfortunately, however, these time consuming steps, which are usually sufficient for screening non-certificated applicants, did not go far enough in determining personal characteristics which are needed by an aide. It appeared that performance and personality testing should be a definite part of the screening process.

Verification and analysis of these problems and counseling the involved teachers or aides consumed a great deal of administrative time. (In this regard poor attendance and tardiness on the part of some project employees was a particularly annoying problem.)

Finally, the sheer numbers of Project employees required personnel tasks that added to the total administrative work load and hence reduced the amount of time that could be given to any one particular situation.

Inservice Training

As the Project progressed it became apparent that the inservice training provided was inadequate to meet the needs of the program and its staff. The development of several areas of concern could have been minimized, or at least promptly corrected, if appropriate training sessions had been possible. Problem areas with which these sessions could have helped included role definition, specification of Project purpose and direction, job counseling and communication skills.

The lack of a clear definition of the staff's roles caused misunderstanding or confusion on the part of the aide, the liaison agent, and/or the teacher. Some teachers thought the aide was to act solely as a class secretary and clerk, while others expected a person highly perfected in teaching techniques and skills. The aide, having no clearer idea of what was expected of him and in a new situation, was often extemely confused and discouraged. In some cases the Project objectives were lost sight of as the teacher and aide worked out their relation to each other and the class, and from this situation many needless conflicts arose. Often the "easiest" solution was chosen, i.e., the aide did clerical and cleanup work and had little of the desired student contact. Similarly, some liaison agents lacked a clear interpretation of their role,or were in doubt as to how to fulfill it. They did not work to develop channels of understanding between the general community and the school, although they had extensive training with this aspect of the program. Thus, they saw their role as helping with student problems--some working with individual students almost exclusively. As a result of such role misinterpretations, the value of the aide or of the liaison agent was reduced and the attainment of the Project's goals minimized.

Commitment and Focus

In some instances, there was also a need for fuller commitment to the Project on the part of the teacher and principal. In part, this was attributable to teachers and schools entering the program without proper orientation, and to some teachers' obsession with traditional values. There was little opportunity for them to gain a full understanding of the Project's overall purposes and goals because of various time conflicts. Some in no way felt themselves to be part of a distinctly defined project, and, hence, communication with the Project staff was minimal and operational tasks performed by the aides moved away from the Project's focus on the disadvantaged child's needs. It was felt that, in these cases, orientation and follow-up sessions are required for developing interest and commitment.

Lack of sufficient communication among teachers, aides, liaison-agents, the Project Director, and the community was a disturbing undercurrent which was probably due to the complexity of the project. However, this problem is in no way distinct from those discussed above. It, in fact, serves as an example of how interwoven the internal operations of the Project are, depending as they do on individual personalities and school structures, as well as on Project-directed input. It seems that additional development of role guidelines and understanding of Project goals and purposes would undoubtedly help improve communication. In addition, increased work with communication skills is also called for. In this same respect, frequently scheduled small group meetings of involved staff members, perhaps on a school or individual grade level, would be desirable.

Job Counseling

The trainees' need for job counseling became yet another area of concern for the Project as certain disruptive problems arose. For many of the aides, work with the Project was their first regular employment, and they hence lacked experience or knowledge in various employer expectations such as regular attendance and job responsibility. Had the resources been available during the year, this need could have been covered in group and individual inservice sessions to the substantial benefit of both Project operation and staff members involved. Such counseling is clearly an important responsibility of any program which assumes concern for the employment advancement of its staff. Recognizing this, Project SUPER sees a need to increase and individualize the job counseling it offers its employees.

Other Problems

The Project faced several annoying problems over which it had neither control nor resources for correction. Most prevalent of these problems was the lack of involvement and interest shown by some segments of the target communities. This was especially true of parents of quite young families and when both parents in the family worked. It appeared that these parents, although they had much to gain from close school contacts, were usually preoccupied with personal needs. Thus, to get the cooperation and understanding of these people, other channels of communication should be investigated. Furthermore, it should be kept in mind that these parents should not be set aside because conventional approaches have not been successful. Developing their participation will need a continuous, dynamic approach.

Another problem was the lack of a year-round, regularized monthly salary for the aides. This lack was quite detrimental to the Project's goal of helping the untrained or disadvantaged grow into a more stable position. The relatively low income of the aides was particularly difficult for some to manage as it varied greatly from month to month, being especially low during those months with extended school vacations. The aides' knowledge that there was little likelihood of work, or pay, during the summer months added greatly to the their anxiety and thus could hardly be thought of as encouraging stability.

APPENDIX A

DESCRIPTIVE DATA OF PROJECT: SUPER ATTENDANCE AREAS

AREA/SCHOOL	NON-CAUCASIAN ENROLLMENT[1]	LOW-INCOME STUDENTS[2]	DEFICIENT ACHIEVEMENT[3]	NON-SOUND HOUSING[4]	AIDE TO DEPENDENT CHILDREN	MEAN YEARS ADULT EDUC.[5]
CENTRAL AREA						11.3%
Bancroft	9.5%	34.5%	31.2%	19%	48%	
Bryant	9.1	62.1	41.2	48	66	
Havermale	5.2	29.1	38.5			
Holmes	5.6	29.4	33.1	47	20	
Logan	4.1	37.5	27.6	25	43	
EAST AREA						10.1
Edison	32.5	36.5	36.9	26	42	
Grant	28.6	25.4	40.3	5	21	
Sheridan	12.2	28.6	19.3	8	24	
Libby[6]	13.2	32.6	28.1			
NORTHEAST AREA						11.2
Garry	2.2	17.0	33.7			
Shaw	3.9	24.8	51.3	17		
Ferris[6]	3.2	32.6	28.1			
Lewis & Clark[6]	7.0	31.0	38.6			
All City	4.0	13.8		15		12.1

[1] From "Racial Distribution by School, October 1970", Spokane Public Schools Research Department.

[2] Based on parent-requested free or reduced price lunches served by the schools.

[3] Based on identification criteria set by Project SUPER for academically and/or behaviorally deficient students.

[4] Based on report prepared by Spokane Research Advocates (Non-Sound Housing data drawn from 1960 census as 1970 data is not yet available.)

[5] From Annual Manpower Planning Report, (March 1969), and the Area Manpower Review (August, 1969) as reported in "Summer 1970: Urban Education Programs", Spokane Public Schools, pg. 2.

[6] The feeder schools of these junior and senior high schools are not all target schools. Therefore the percentages of low-income students are estimations based on the percentages of their *target* feeder schools.

APPENDIX B

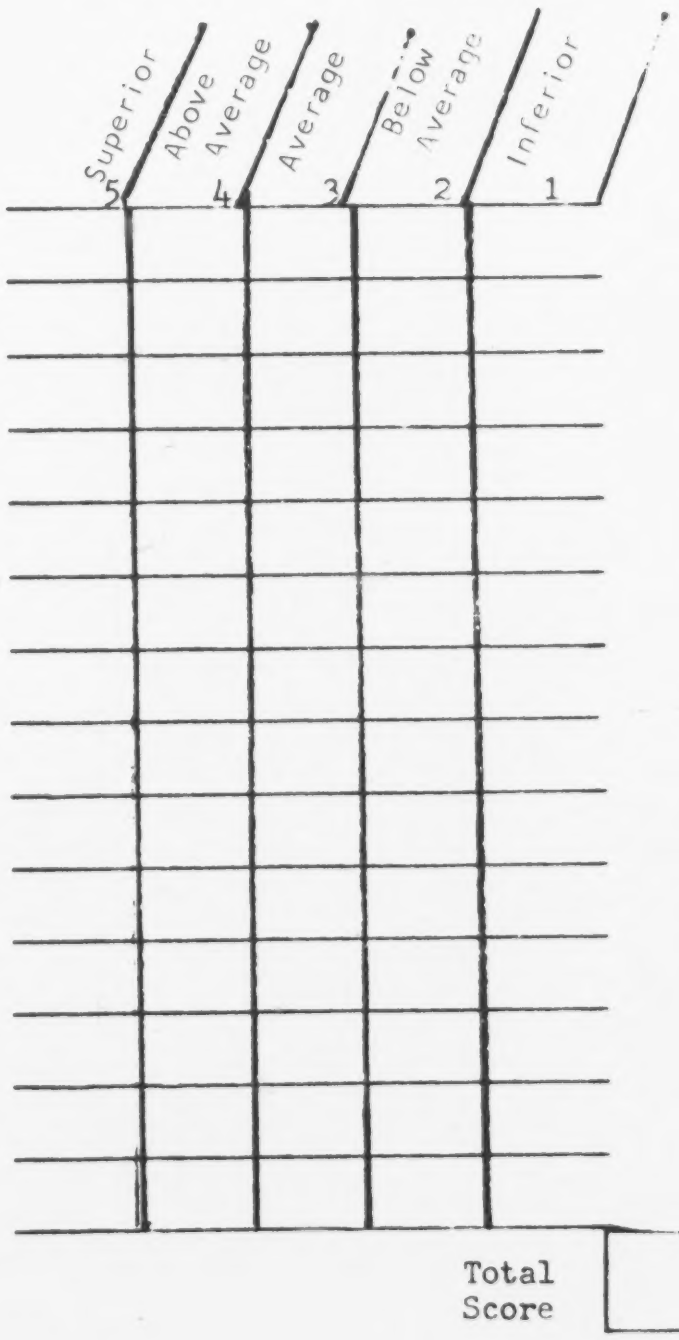
STUDENT RATING SCALE

Student name: _____ Date: _____

Sex _____ Grade/Subject _____ School _____

Teacher _____ Aide _____

Teacher and aide: This scale is intended to determine the student's attitude toward school and the school program. Be as objective as possible. Do not keep notes or a copy of this evaluation. Please total the score.



1. Participation . . . . . .
2. Persistence . . . . . .
3. Attentiveness . . . . . .
4. Attention Span . . . . . .
5. Punctuality . . . . . .
6. Cooperation . . . . . .
7. Curiosity . . . . . .
8. Personal Appearance . . . . . .
9. Initiative . . . . . .
10. Acceptance of Teachers . . . . . .
11. Acceptance of Aides . . . . . .
12. Acceptance of Other Students . . . . .
13. Acceptance of School Authority . . . .
14. Acceptance of Minority Groups . . . .

APPENDIX C

A REPORT:

STUDENT PERCEPTIONS

OF

PROJECT: SUPER TEACHER-AIDES

JUNE 16, 1971

Prepared by

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Spokane School District No. 81

In late May, 1971 a small, preliminary sample of Urban-Rural-Racial-Disadvantaged (URRD) students were given a short structured interview by a member of the Project SUPER staff. The purpose of the interview was to determine the degree to which URRD students are aware of the teacher-aides working in their school. The interview format was first developed and used by the Tacoma Public Schools.

Following the Tacoma questionnaire, the interviewer began by asking how many aides the student thought worked at his school. After he had answered, the names of the teacher-aides at his school were read one at a time and the student told the interviewer which aides he knew. The student was also asked if he had known any of the aides before they started to work at the school, whether he or anyone he knew had been helped by an aide and, if so, how. At the close of the interview,the student named some of the things he had seen the aides do in the school or community.

This preliminary study was conducted at two schools, Bryant Elementary School and Libby Junior High School. At each school the URRD students to be interviewed were randomly selected by the school principal. At Bryant a total of twenty-one (21) fifth and sixth graders were interviewed. (First through fourth grade students were not included because it was felt they would have difficulty verbalizing their responses.) A total of twenty-one (21) seventh, eighth, and ninth grade studnets were interviewed at Libby.

Bryant School, located in the Central area of Spokane, had a total of 187 students enrolled in grades one through six. Of these, approximately 140 were classified as URRD students. During the 1970-71 school year Bryant School had eight (8) teachers, seven (7) teacher-aides, and one (1) liaison agent. Bryant has been involved with Project SUPER one year.

All students interviewed seemed quite aware of the presence of the teacher-aides and most spoke readily of the help the aides had given the classes. Of the twenty-one Bryant students, seven (7) said they did not know exactly how many aides worked at the school, but all knew there were "several." The average number given by the other fourteen (14) students was 6.3, which is very close to the actual seven (7). When the names were read, actual recognition was also very high with an average of 7.1 persons being known. (The liaison agent's name was included in the list, making a total of eight names read.)

Although it is worth noting that the students knew most of the aides by name, it should be remembered that at a school of this size it is likely that the students would know the names of the adults present during the school day. More indicative of the relation between the aide and the students are the students' perceptions of what the aides do in the classroom and around the school. Consequently, it is infeasible to base a conclusive statement about the aide-student relationships on this brief series of interviews. The general patterns which were determined by analysis of the interviews made are noted below and should be considered with the limitations stated above in mind.

The responses throughout indicated that the students thought the aides to be quite available and approachable for any question about classroom work. Several,in fact, indicated they would rather go to the aide than to the teacher with certain questions. All but one student said they had been helped by an aide and could name several specific subjects with which the aide had helped them. Few of the students mentioned that the aide was in the classroom to help the teacher, but rather the common view was that the aides' role was to help the students directly.

Although very few of the students had any contact with the aides outside the school environment, it was evident that there had been fruitful contact with the aides in other than the traditional classroom teaching situation. Special ties between a student and an aide seem to have developed when they were directly involved in some activity together. Several students spoke quite eagerly of working with the aides in the lower grades and on the playground in a "cross-age" program. Other examples of close "student-aide" teams which were told to the interviewer involved the writing and performance of a class play, field trips and a "good grooming club" started by the liaison agent. It was this type of activity which was most enthusiastically expressed by the students and from which they appeared to have had the most meaningful personal contact with the aide.

The second school contacted by the interviewer was Libby Junior High School which is in the East area of Spokane. Of its 411 students, 177 have been classified as URRD students during the 1970-71 school year. In its second year with Project SUPER, Libby had ten (10) teacher-aides working with the school's twenty-one (21) teachers. In addition, there was a liaison agent working with the school and the community until early spring, 1971.

Of the students interviewed,seven (7) responded that they "did not know" how many aides worked at their school, but all knew that there were aides at the school. The remaining fourteen (14) averaged an estimate of 7.6 aides. By name, the students knew an average of 7.5 of the ten (10) aides. Roughly one-third of the students knew at least one aide before he started working at the school.

It appeared that the students at Libby had less close personal contact with the aides than did the Bryant students. They were more hesitant than the elementary students to say they had been helped by an aide, and although part of this difference may be credited to the older students' not wanting to admit receiving help, other evidence indicated that indeed they had not received a great deal of individual help from the aides. While several students said the aides "help students," common responses also included that the aides were most often seen grading papers, helping the teacher, watching over corridors and study halls or caring for the audio-visual and other equipment.

As at Bryant,however, when the aides engaged in activity directly with the students, a positive, supportive relationship appeared to have developed. Several boys spoke quite enthusiastically of an aide in

their shop classes and of others involved in the sports program. Several volunteered that these aides were more like friends than teachers and that they could easily speak with them about both academic and personal concerns. It also seemed that a very friendly attitude was held toward those aides who carried out instructional tasks more or less independent of the teacher. It was difficult to ascertain, however, whether this favorable attitude was at all attributable to the fact that the person was an "aide" rather than a "teacher," and thus somehow "easier to like."

At both Bryant Elementary School and Libby Junior High School, it is evident that the aides have had some degree of contact with nearly all students. This contact has led to a wide range of relationships between the aide and students, from mutual recognition to rather intense feelings of respect and comradeship. From the basis of these interviews, it can be said that the most supporting relationships develop when the student and aide are allowed to work freely together, rather than in the more structured situations of the classroom experience. Furthermore, these conclusions would mean that aides are most valuable to the teacher for small, independent instructional tasks such as tutoring individual students and working with small groups on a specific project.

APPENDIX D

Spokane Public Schools
West 825 Trent Avenue
Spokane, Wa. 99202

Project: SUPER
John F. Stolz, Director

PARENT OPINIONNAIRE

1. Which school(s) do your children attend?_____

2. Has anyone who works for the Spokane Public Schools visited you at home this school year? Yes___No___ . If YES, please list the persons who made the visits. _____

3. Compared to last year, my attitude toward the schools my children attend has:

   ___Improved ___Remained the same ___Become worse

4. This year I have attended_____(number) school programs. Compared to last year, this is:

   ___Greater ___The same ___Less

5. Compared to last year, the number of times I telephoned the school this year is:

   ___Greater ___The same ___Less

6. Below are some statements with which you may or may not agree. Read each statement completely. Then decide if you Agree, Tend to Agree, Tend to Disagree, or Disagree. For each statement, please check the column which best expresses your opinion.

	Agree	Tend to Agree	Tend to Disagree	Disagree
a. I feel that the teachers understand the way most youth see the furture.	☐	☐	☐	☐
b. My child is more interested in school this year than last.	☐	☐	☐	☐
c. I feel welcome when I go to a meeting or program at the school.	☐	☐	☐	☐
d. Project SUPER is an important addition to the school.	☐	☐	☐	☐
e. My child's teacher would always be willing to talk to me about my child's work.	☐	☐	☐	☐

(Over)

	Agree	Tend to Agree	Tend to Disagree	Disagree
f. Teacher-aides play an important role in the classroom.	☐	☐	☐	☐
g. Most teachers in my child's school have a realistic understanding of the problems facing the students.	☐	☐	☐	☐

7. Consider each person listed below and decide how much information about the Spokane Public Schools you get from each one. Then please check the column which best expresses your opinion, as you did above.

	A lot	Some	A little	None
Teachers	☐	☐	☐	☐
Teacher Aides	☐	☐	☐	☐
Liaison Agents	☐	☐	☐	☐

Please complete the following statements with your own opinion:

8. If I didn't like something that has happened in my child's classroom, I would _____

9. If I have a question about the school I usually _____

_____

10. What suggestions would you make to improve the education your child is getting at the Spokane Public Schools? _____

_____

_____

APPENDIX E

Project SUPER

TEACHER QUESTIONNAIRE

1. What grade level or special area do you teach?_____

2. Approximately how many contacts with parents do you have each month?____

3. Did you take any college courses during the summer or the 1970-71 school year? Yes____, No____. If YES, what courses?_____

_____

4. Did you participate in any inservice training during the school year? Yes____,No____. If YES, what workshops or training sessions did you attend?_____

_____

5. How does your activity in 1970-71 compare to 1969-70 with regards to the following areas:

	Less	Same	More
a. Contact with parents?	☐	☐	☐
b. Attendance at workshops?	☐	☐	☐
c. Enrollment in college courses?	☐	☐	☐
d. Out-of-classroom activities for your students?	☐	☐	☐
e. Use of innovative techniques in your classroom?	☐	☐	☐
f. Time spent in diagnosis of individual learning difficulties in your classroom?	☐	☐	☐
g. Acceptance of members of minority ethnic groups?	☐	☐	☐

6. Would you attribute any changes in your class, in part, to the presence of an aide? Yes____,NO____. If YES, for which items listed in question five? (please circle)

a. b. c. d. e. f. g.

7. How long have you had a Project SUPER aide working with you?_____

8. About how many hours each day is an aide working with you?_____

9. From experience, what are the most important things an aide does?

_____

_____

10. How often do you have contact with your school's Liaison Agent?

Daily_____Weekly_____Monthly_____Never_____

11. Using a scale of one (1) to five (5), please rate Project SUPER on its contribution to each of the following items. Five, is the highest rating and one is the lowest.

	low 1	2	3	4	high 5
Improvement of School-Community Relations					
Improvement in Student Attitudes toward School					
Improvement in Student Achievement					
Improvement in Student Self Esteem					
Improvement in Parent Interest and Attitudes					

12. What suggestions would you make for improving the effectiveness of Project SUPER?_____

_____

_____

APPENDIX F

Projects SUPER - COP Advisory Council

Name	Address	Organization - i.e. School Advisory Board
Mrs. Andrea Brantl	E. 2628 Hartson	Edison School Advisory Council
Terry Fancher	Ferris High School	Student
Barbara Flaherty	W. 1427 Gardner	Employment Security
Mrs. Louise Gowin	W. 1228 Spofford	Bancroft School Advisory Council
Tom Kennedy	ONB Building	Washington State Board Against Discrimination
Alf Langland	W. 1115 Broadway	Office, State Superintendent of Public Instruction
Mrs. Delores Marten	W. 2205 Sinto	Holmes School Advisory Council
Mrs. Rita Mayo	E. 4012 8th	Sheridan School Advisory Council
Mrs. Mildred McGuire	717 W. Nora	Bancroft School Advisory Council
Walter Oliver	Whitworth College	Whitworth College
Mrs. Marilyn Pratt	E. 1613 11th	Edison School Advisory Council
Mrs. George Ellen Richardson	E. 1927 13th	Grant School Advisory Council
Mrs. Lydia Sims	E. 226 Sprague	Spokane Community Action Council
Dick Stannard	Edison School	Spokane Education Association
Mrs. Gerry Tofsurd	1913 W. Broadway	Bryant School Advisory Council
Mrs. Wilma Weaver	1027 North Elm	Bryant School Advisory Council
Mrs. Joan Wightman	W. 1427 Gardner	Department of Public Assistance
Mrs. Elnora Winfrey	2651 E. Thurston	Spokane City Council P.T.A.
Mrs. John H. Richey	638 S. Denver	L.C. Advisory Council
Dr. John Stolz	W. 825 Trent	Project Director

Projects SUPER - COP

Associate Members - Advisory Council

Associate members participate at meetings but do not necessarily represent a specific program, school, or organization.

Name	Address	Organization
Mr. Paul O. Abraham	N. 4917 Greenwood Blvd.	Principal
Mrs. Esther Bendickson	W. 1812 Dean	Community Agent
Mr. Phillip Bennett	N. 4114 Farr Rd.	Principal
Mr. Delbert Blumhagen	E. 1614 Columbia	Principal
Mrs. Audrey Canaday	N. 1319 Chestnut	Community Agent
Mr. Gary Cassel	E. 11614 Valley Way	Teacher
Mr. Richard Clauss	W. 3204 Daisy Ave.	Principal
Mrs. Betty Jean Coats	E. 2514 Pacific	Community Agent
Mr. Orlando Fletcher	P.O. Box 40	Teacher
Mr. Ray Foster	E. 3817 32nd	Community Agent
Mr. Fred Hoefel	W. 232 34th	Principal
Mrs. Charline Hopkins	E. 2108 4th	Community Agent
Mr. Barney Iverson	E. 2008 29th	Principal
Miss Gertrude Laurance	W. 918 19th	Principal
Mr. Eugene Le Grant	E. 415 Central Ave.	Principal
Mrs. Ethel Lofton	E. 2103 5th	Community Agent
Mrs. Sarah Nance	W. 1117 Maxwell	Community Agent
Mr. Harold Okert	E. 1923 Illinois	Principal
Mr. Leonard Richardson	N. 5018 Allen Place	Principal
Mr. Bo Roberson	S. 627 Bernard	Community Agent
Mr. Herb Sitton	E. 3306 Hills Court	Principal
Mr. George Sparks	E. 119 Baldwin Ave.	Teacher
Mr. Clarence Wiggins	N. 1314 Washington	Community Agent
Dr. Albert L. Ayars	S. 4407 Madelia	Superintendent
Dr. Walter A. Hitchcock	E. 1829 38th Ave.	Deputy Superintendent
Dr. Robert H. Williams	E. 4317 54th Ave.	Assistant Superintendent, Divison of Instruction
Miss Olive A. Lowry	W. 904 Briarcliff Dr.	Assistant Curriculum Director
Mr. Elmo L. Steinke	W. 1703 9th Ave.	Community Services Director

APPENDIX G

Project SUPER
Target Area